

Education Kit Handbook

Additional Guidance on Including Children with Disabilities

Early Childhood Development Education

Purpose

The purpose of this note is to provide teachers, caregivers, instructors and trainers with practical ideas on how best to include children with disabilities in all their activities. It acts as a supplement to the UNICEF Education Kit Handbook. The first part of the note is common to all three modules (Early Childhood Development, Basic Primary Education and Recreation). It provides general information on why it is so important to take an inclusive approach and focus on ensuring children with disabilities are not only present, but can participate fully and achieve. It also provides suggestions on how to raise awareness and encourage the community and others to get involved in ensuring all children benefit from learning and play opportunities and provides practical suggestions on how to reach out to children with different disabilities. The second part of this note focuses on a particular module of the handbook and provides concrete examples and practical advice on how to include all children in activities.

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We would appreciate any feedback on the guide as a result of its use. Please send any feedback to disabilities@unicef.org

PART ONE

Children with disabilities are often excluded from activities that other children take for granted, like making friends, playing with friends, having fun, playing sports and other recreational activities. They are often excluded from many of the things that help children develop and give them opportunities to reach their full potential. Yet they have the same right to be included in these activities as all children.

These guidelines will give you – the caregiver, teacher, instructor or trainer – practical ideas for including children with disabilities in all activities. Each child you work with is unique. By recognising the individual needs of every child you will be able to offer the same quality of education and instruction that all children need and have a right to. You are an important person in each child's development.

Whichever module of the UNICEF handbook you are using, if you are flexible in your approach to teaching and training and use your imagination, you can be confident in teaching **ALL** children, including those with disabilities.

**Think about what a child CAN do,
not what he/she CANNOT do.**

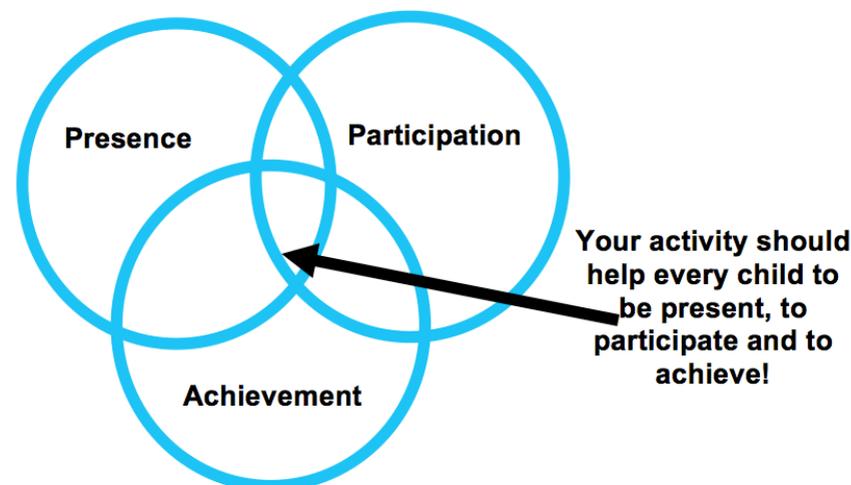
See the child – not the disability.

Raise awareness that children with disabilities will be included in your activities

Whichever module of the emergencies handbook you are using and whatever ages the children are, you will need to spread the word in the community that children with disabilities are welcome to join in and will be included. You need to do this when planning the activities, and keep doing it throughout your programme.

Your main message will be that children with disabilities can *attend* the school, early childhood centre, or recreational activity, and that they can *participate* in the activities and *achieve* something too, just like other children can.

Activities are not inclusive if children with disabilities are just physically attending the school or activity. Inclusion is about providing the opportunities for **ALL children to be present, to participate and to achieve.**



Ideas for raising awareness

- Hold community meetings to tell leaders and community members about your activities and plans for including children with disabilities. Give specific examples of how you will include them.
- Inform people during meetings with local authorities, non-governmental organisations (NGOs), clubs and parents groups.
- Invite parents and carers of children with disabilities into school or to the place where you hold your activities. Explain to them that their children have a right to join in the activities, and show them what sorts of activities you will help their children to do.
- Inform any disabled people's organisations (DPOs) in your area about your school or activity, so that they can encourage local children with disabilities, and their parents, to join in your activities.
- Post notices in your local shops, clinics, schools, youth clubs, etc.
- Tell people: word-of-mouth is always a very effective way of spreading information.
- Include the concept of inclusion in your curricula and manuals, so teachers and children are aware of it, have an opportunity to interact positively with children with disabilities, and can spread the word back in their home or surroundings.

How to help children with disabilities join in your activities

Important things to remember

- All children have different abilities and needs. This is normal. We should not be frightened by these differences, but should see difference and diversity as a resource that we can use.
- You do not need to be a medical or disability expert to find ways to help children with disabilities participate in your activities.
- Encourage children to help and support each other. Children will often accept help from their friends but may not like to be singled out as 'different' by an adult.
- Make sure your physical environment is appropriate (accessible, safe and secure) for children with disabilities. I.e. ensure that the steps are of low height, handrails, ramps, and wide doors are available and there is enough space to move around with a wheel chair, etc). See the section 'helping children who have physical impairments' for more ideas.
- Try to ensure indoor spaces are well-lit (remove window coverings if necessary). However, remember that some children who have difficulty seeing may find it harder to see in very bright light, so be prepared to adjust the lighting or window coverings.
- Make toilets as accessible as possible by clearing pathways and keeping the surrounding area and the toilet itself clean. Remember that some children who have problems moving or seeing may need to touch the floor or walls or would benefit from the installation of a simple handrail. Ensure there is clean water and soap or ash available. Make sure that

children who have problems seeing know where to find the toilets. Create a buddy system so that children can help each other get to/from the toilets.

- Spend some time watching the children (for instance while they are playing together). You may notice things that particular children seem to be good at or enjoy, and things that they find difficult or upsetting.
- Ask the children what support they need in order to join in. They may be the best people to tell you how you can adapt an activity or lesson so that you include them.
- Find out if the child uses any assistive devices (such as a wheelchair, crutches, splints, canes, hearing aides, magnifying glasses, mobile phones, tablets, communication boards etc) or could benefit from some if they are available.
- Involve family, friends and community members whenever possible. Ask their advice and learn from their experience of living with and caring for their children with disabilities.
- Spend some time before each session choosing activities that are most suitable for the children in your class/group and the space you have available.
- Try to find ways to change activities, so that all children can participate and achieve. Do not try to make a child do a particular activity if he/she is not able to do it or finds it too difficult.
 - For instance, if the instructions for an activity say that the children should 'run to the other side of the area and pick up a stick', you could adapt the activity so that it is slower (e.g. ask the children to 'walk to the other side of the area and pick up a stick'). This would ensure that children who can walk but not run, and children who are using mobility

aids like crutches or a wheelchair, have a fair chance of participating in the activity.

- Remember, also, that not every child has to do the same activity at the same time. You could plan the session so that some children are doing fast, physical activities and others are doing activities that involve communication rather than moving.
- Do not worry if your first idea does not work – be flexible and try another way. Try to use lots of different teaching and communication methods.

Helping children who are deaf or cannot hear very well

If you have a child in your class/group who cannot hear what you are saying, there are many things you can do to communicate with them, and help them communicate with you and the other children. Here are some ideas:

- Get the child's attention before you begin to speak. Do this gently (don't shout at them).
 - For instance you could raise or wave your hand so they look at you. You could even have a toy or a flag that you hold up to tell all the children that you are ready to start speaking and they all need to look at you.
- Make sure that the child who cannot hear is sitting in the best place to see you at all times.
- When you are explaining something or giving instructions, use pictures and objects to show children what the subject or activity is about.

- You can also use gestures (hand/arm movements), facial expressions and body language to help you communicate.
- Give a demonstration of the activity so that you show the children what you expect them to do.
 - You could even ask a few of the other children to role play the activity, to show the rest of the group what to do. You might need to spend some time with these children before the session so they can prepare their role play.
- Try to learn some of the signs and gestures the child uses at home (if any).
 - You could start with the signs for the child's name and your own name, and then use gestures to ask the child to show you signs for words he/she wants you to learn. Ask the child's parent/caregiver, brother/sister, etc, to spend some time with you and the child to help you learn these signs. Encourage the other children in the class/group to also learn some signs.
- If the child can hear a little, you should speak very clearly (but don't shout) and use consistent language. Always use the same word for a particular object and the same words for instructions. Explain to the other children that they need to be quiet when you (or someone else) is speaking, so that there is no 'background noise'.
- Always check the child understands the instructions. You can do this by observing the child during the task or involving them in a role play or demonstration.
- Encourage children to work in small groups or pairs, so that the child who cannot hear very well works with friends who can give support and help with communication.

- Sometimes there might be other people in the local community who could help you to work with deaf or hearing-impaired children in your class/group.
 - For instance, there might be some people who use sign language, who could volunteer for a few hours to help you with the activities.
 - You might also find people who can provide the child and his/her parents with medical advice relating to their hearing problem, if this has not already been done.
 - If the child is literate, s/he may be able to use the talking software which are built into most smartphones and tablets (e.g. 'Talkback and 'VoiceOver') to communicate.

Helping children who are blind or cannot see very well

If you have a child in your class/group who has trouble seeing, or who cannot see anything, there are many simple steps you can take to help them join in the activities:

- First of all, you can help the child to become familiar with the school or activity area. The other children can help you with this too.
 - You can walk around the school/area with the blind or visually impaired child and explain what the environment is like. Show them where there are obstacles (such as holes, steps, fences, etc), and where the toilets and water supply are.
 - You could ask the child if he/she thinks some obstacles should be removed to facilitate his/her movement.
- Encourage other children to help and support the child who is blind or visually impaired, but make sure they allow the child to be as independent as safely possible.

- Always use objects and tactile teaching aids (things that the child can touch, so that they can feel the shape and texture).
 - For example, the best way for a child to understand ‘a banana’, is for him/her to hold, touch, smell and taste one. Also, try to use objects that make a noise (for instance, you can make a ball that blind children can hear).¹
- If you are writing on the board or giving children written instructions on paper, always read these aloud too, for the children who cannot see them.
- If you are showing pictures or objects, describe the pictures or let the children who cannot see (and all the other children) touch the objects.
 - You could also ask the other children to describe the picture or object to their friends who cannot see.
- Check the child understands what is expected of him/her. You can do this by watching the child or asking him/her to demonstrate the task.
- If the child can see a little, make sure he/she sits near the front of the classroom or activity area so that he/she can see what you are doing and any objects you are showing, etc.
- If the child reads and writes Braille, try to find out if there are any organisations or individuals locally who can help you get Braille materials (and maybe even help you to learn to read and write some simple Braille, such as the alphabet).

¹ This can be made by taking a small bell, or even a small container of stones or seeds that rattles when you shake it. Wrap the bell or stone-filled container in layers of old plastic bags or fabric, and tie string around it so that it becomes ball-shaped.

- Explore whether e-readers are available or children have access to smart-phones or tablets with built-in talking software.
- There may be other people or organisations in the local community who could help you to do ‘mobility and orientation’ training with blind and visually impaired children, to help them become more independent with moving around safely.

Helping children who have physical impairments / who have difficulties with moving

All children have different physical abilities – some can run fast, others cannot; some have good balance, others do not. This is normal – we are all different. Some children have more difficulties than others with moving around or co-ordinating their movements. There are lots of simple things you can do to help them join in activities:

- Make sure the ground around the school or activity area is as obstacle free as possible, so that children with physical impairments can move around more easily and safely.
 - For instance, stones, fallen branches, litter and other items can be cleared from paths and play areas; and holes can be filled in. School children and community members could be invited to help with ground clearing. You could ask people with disabilities in the community for their ideas on low-cost ways to make your learning space more accessible.
 - Make toilets as accessible as possible by clearing pathways and keeping the surrounding area and the toilet itself clean. Ensure there is clean water and soap or ash available. Create a buddy system so that children can help each other get to/from the toilets.

- If you are using an indoor space, make sure you are using a room on the ground floor, which does not have a step or steps to the entrance, or which has a ramp:
 - If all of the indoor spaces have steps to the entrance or are inaccessible in other ways, think about whether you can hold the activities outside instead (if it is safe to do so).
- If you are using a classroom, make sure there is space for children to move easily and safely between the desks and chairs/benches.
 - If the room is too full with furniture, try to move some of it before the activity starts, or even ask some of the children to help you move furniture as a team-building activity at the start of the session.
- Encourage children to help each other with activities that involve movement.
 - You can also adapt the activities so that children work in pairs and need to help each other to complete the activity.
- Be flexible with the timing of activities, and with the start/finish times.
 - For example, if a child needs to move from another part of the school or from another place to come to your activity session, remember it may take them longer to get there.
- There may be people or organisations locally who can give you advice or help with making your building or activity area more accessible. For instance, adults with disabilities or

DPOs may be able to give advice on simple changes you can make to the area, or advice on where to find support for making bigger changes like building ramps, installing handrails or accessible toilets.

Helping children who have difficulty learning or understanding

- Plan activities and lessons so that children who have difficulty with learning, and those who don't, can work together in pairs or groups. Children can help each other with tasks, and they can learn from each other.
- Try not to overwhelm a child who has learning difficulties with multiple tasks at the same time. Make sure the child is given one task or activity that he/she can cope with, so that you can praise him/her and encourage improvement. Then move to the next task.
- When giving instructions, use simple language (e.g. words that you know the children will understand).
- Break each task into small steps.
 - Give one line of the instructions, then wait for the children to do that part of the task, and then give the next instruction, and so on.
- Some of the ideas you use to help children with visual, hearing and physical impairments will also help children who have difficulty learning or understanding.
 - For instance, showing pictures and objects, letting children touch objects, or giving a demonstration of an activity may help children to understand better the instructions you are giving them.

- Repeat important information and instructions, but find different ways to explain the task (don't just repeat the same sentences).
- Do not overreact to difficult behaviour unless it is disrupting the whole class or is dangerous. Redirect the child's attention or consult parents and caregivers about the best ways to help the child. Be generous with your praise when things run smoothly.

Keeping children safe

Children with disabilities are often much more vulnerable than other children. Sometimes they do not hear a warning, cannot shout for help or run away, or tell a responsible adult when something has happened.

Here are some ideas to help you keep children with disabilities as safe as possible:

- Group all of the children into 'circles of friends' who will help each other in an emergency situation, or if one of them gets hurt or has a problem.
- If you are giving children information about what to do in an emergency, make sure that children who cannot see or hear are able to access this information. Make sure the information is clear and simple for children who have difficulty with learning or understanding.
- Include the children in designing routines for how to react to emergency situations. This approach helps them to memorise the routines. Ask the children for their ideas about how to ensure the emergency plan is suitable for themselves and their

friends with disabilities. Test the routines and monitor if children with disabilities can participate and receive the support they need – nobody should be left behind.

- Remember that some children cannot shout for help – give them a whistle or some other device they can use to call or signal for help.
- Be 'approachable'. Let the children know they can come to you and you will listen.
- Involve parents and carers in designing and testing all plans for keeping their children safe in an emergency.

PART TWO

This guide will give you practical ideas for including children with disabilities in the early childhood development (ECD) activities provided in UNICEF's kit. Each child you work with is unique. By recognising the individual needs of every child and planning or adapting your activities to meet those needs, you will be able to give all children the opportunity to enjoy the activities you have planned.

Early childhood education is an important part of the child development process. **All** children, including those who are often left out, like children with disabilities, have the right to access quality early education. Every child is unique and has specific needs. If you are flexible and use your imagination in adapting your approach, you will be able to meet the needs of **all** children, including those with disabilities.

It is important to interact with children with disabilities in the same way you interact with other children. However, because of their disability you may need to make some simple changes to the way you communicate with and teach them. This will help their learning and development and help them to enjoy the activities. This guide contains tips for making small changes to your ECD activities to make sure children with disabilities can participate. These changes can benefit all children.

Preparation

It is important to find out as much as you can about children with disabilities in your group and to first focus on their abilities. Involve parents and caregivers in all ECD activities whenever possible. Some parents/caregivers may just want to watch their child participating in the activities while others may wish to play a more active role. Involving parents/caregivers in the activities

could encourage them to repeat and reinforce activities at home. For all the children in your group, find out:

- What are the favourite things the child likes to do?
- What can each child do?
- What does each child need help with?
- What are the best ways in which you can help?

Some ways in which children learn:

- by listening to you and other people
- watching you when you do something
- touching and feeling what you are doing
- doing things with you
- doing things with friends
- imitating you or their friends
- observing things around them.

Important things to remember

- Choose a space for your activities that is accessible to all children (e.g. a flat area outside, with no obstacles; or a ground-floor room, with no entrance steps). Ask parents/caregivers to help clear the space or make it safer if necessary. Make a checklist for a 'safe area', and ask the children and parents for their ideas.
- Plan your activities so that you give children opportunities to work and play in groups and to learn from each other.
- Remember that children learn in different ways, so use lots of different activities (e.g. role-play, music, dancing and singing, clapping, story-telling, cards, building blocks, etc.). Use indoor and outdoor activities.
- Use quality play materials, everyday objects and other toys that you may find locally, and the ones in the ECD kit if you

have it. Allow the children to touch, feel, smell and get to know about the object you are using.

- Vary your pace of teaching to meet the needs of each child. Some children process information and learn more slowly than others.
- Try to gather as much information as possible from the child's parents or caregivers about his or her needs.
- Consider inviting an older sibling of the child to assist with your activities. They could help all the children as well as supporting their brother or sister.
- Remain patient. Repeat and demonstrate instructions where necessary, and give each child enough time to complete a given task.
- Use clear consistent language – explain the meanings when you introduce new words.
- Make full use of facial expressions, gestures and body language.
- Pair a child with disability and a friend without disability. Let them do things together and learn from each other. Make sure the friend is not over protective or does not dominate and do everything for the child. Both children should benefit from this strategy.
- Have a multi-sensory approach to your activities. Give children the opportunity to smell different food, listen to different sounds, investigate and touch a tree or a flower. This method of teaching is particularly important for children who have difficulty hearing or seeing; it can help them to develop their remaining senses and use them to full effect. It can also be useful for children who have difficulty learning or understanding.
- Inform and involve parents/caregivers in all ECD activities their child does. Discuss with them ways in which they could

adapt the activities they do with their other children.

- Encourage parents to let their children with disabilities play in the same ways that other children play – with water and mud, with sand and stones, with flowers and fruits that they can find from the garden and with safe utensils from the house.

Ideas for adapting activities from the kit

Please refer to the overall 'Additional Guidance' booklet for more general ideas on how to make your activities and instructions accessible to children with disabilities.

Examples 1 & 2 are taken from the 'Activities with Materials' section of the Activity Guide.

Example 1: Puppets

Age group: Babies

This is activity #8 from the 'Activities with materials' section of the kit. The activity requires creative and responsive play. It introduces babies to enjoyable, stimulating play that should incorporate different stories, voices, and characters. It is an activity designed to make the baby feel secure and able to handle and discover the friendly puppet characters.

Helping babies who cannot hear very well

- To ensure that babies who do not hear very well benefit fully from this fun activity you will need to be creative and make the activity very visual.
- Try to have two or three different puppets. If you make the puppets yourself ensure they are safe for the baby to handle. For example make sure all parts of the puppet are stitched firmly and that small parts cannot be detached.

- Let the baby hold, and explore the puppets to become familiar with them.
- Be very visual with your play activities so the puppets are moving, dancing and singing.
- Make sure the baby can see the puppets at all times but also your face when you are speaking, singing or making the puppet voices.
- Use lots of movement, gestures and body language.

Helping babies who cannot see very well

- Make sure the puppets are made in bold, bright colours and are stimulating in a 'tactile' way – i.e. made from different fabrics so they are varying and interesting to touch. For example an animal can have long body fur and a smooth face with eyes that the baby can feel. The puppet faces should be friendly so the baby will feel secure.
- Let the baby play with the puppets and touch them as they talk. Include music, singing and dancing as part of your puppet play but avoid too much fast movement, as the baby may not be able to follow visually.
- Have the puppets play against a plain background so the baby can see them clearly. Try not to stand or sit with a window or bright sunlight behind you, as the baby will not be able to see you or the puppets clearly. Whenever possible try to wear plain coloured clothes so the baby can see the puppets clearly and patterns in your clothes do not cause a visual distraction.
- Make full use of different noises and voices when playing with the puppets. Laugh, play music, sing and make the activity fun.

Helping babies who have difficulty understanding, learning or interacting

- Be patient and do not put a time limit on your activity. Allow the baby to hold, feel and explore the puppets so they become familiar.
- Make sure the baby is watching you and the puppets during the play activity.
- Use different voices for the puppets and talk to the baby throughout the playtime. Let the puppets talk to the baby.
- Try to include short songs and rhymes.
- Include soft music in the puppet play so the baby will associate the two 'good' things together, the music and the puppets.

Example 2: Dominoes **Age group: 1 - 3 years**

This is activity #10 from the 'Activities with materials' section of the kit. It is designed to enable children to play freely with dominoes and to begin to copy and make patterns and shapes. Children can begin to count dots and recognize and know the names of numbers. It is an enjoyable fun activity that you can do with the children or older children can do together.

Helping children who cannot see very well

- Dominoes can be made using tactile materials, for example wood or thick card. Dots on the dominoes should be easy to feel (tactile) – they can be either holes carved or drilled into the wood or small objects such as seeds glued or stitched onto the domino. If you use the method of gluing it is important to make sure the 'dots' are stuck down firmly.
- Dominoes are an excellent game to develop tactile skills (exploring through touch) in young children. Make the dominoes divided into two but without dots – use different

tactile materials on each half of the dominoes so instead of matching the dots, the children match what they feel; smooth to smooth, rough to rough etc.

- If the child who cannot see well has a close friend, let them play together and have fun whilst helping each other.
- Make extra large dominoes and allow the children to make lines and patterns on the floor. This is good fun for all the children.

Helping children who cannot hear very well

- Use clear gestures and demonstrations to show what can be done with the dominoes. For example make a pattern or line of dominoes on the floor or table and encourage the child to do the same.
- Speak clearly and make sure the child can see your face at all times.
- Allow the child to handle, explore and become familiar with the dominoes. Point to the dots when counting saying the numbers clearly or use hand gestures and counting on your fingers.
- Make sure a child who cannot hear well is sitting/playing with friends he/she is used to communicating with.

Helping children who have difficulty understanding, learning or interacting

- Be patient and try not to put a time limit on this activity. Allow the child to handle, explore and become familiar with the dominoes.
- Give clear instructions and demonstrate or role-play the activity using gestures and body language. Sit with the child and make patterns and lines using the dominoes – encourage the child to do the same.
- Allow children to do this activity with a friend or a group of

friends if they want to.

- You could invite an older sibling to assist with the activities; they could complete this activity together.

Dominoes do not have to be about numbers. You can make dominoes to match colours, shapes, animal pictures, emotion faces etc. Think of your own ideas and make different sets of dominoes that all children will enjoy using.

Examples 3 & 4 are taken from the ‘Activities without materials’ section of the Activity Guide.

Example 3: Follow the leader

Age group: 4-6 years

This is activity #10 from the ‘Activities without materials’ section of the kit. This is a game of imitation where children ‘follow’ a leader. It encourages children to trust and interact with each other.

Helping children who cannot see very well

- Explain clearly at the beginning of the activity exactly what is going to happen. Speak in a clear voice using appropriate level vocabulary. Make sure that the children are quiet while you are speaking – a child who does not see very well will need to rely on his/her listening skills to understand the objectives, therefore background noise should be kept to a minimum. Check that everyone understands the instructions.
- Have all the children sitting on the floor with the ‘Leader’ sitting at the front where everyone can see her/him. Make sure that children who cannot see very well are sitting near the front. The Leader can begin the activities that the other children have to imitate – at the same time s/he must say what s/he is going to do; e.g. I am going to stand, I am going to jump three times, and the other children must imitate the

actions. This version of the activity can be done without movement around the room or play area. For a more active game select two leaders who will demonstrate the actions whilst holding hands and moving around. Other children must also be in pairs, holding hands whilst following and imitating. All actions must be spoken clearly so everyone can hear.

- Always ensure that a child who does not see very well is with a friend they can trust.
- If the activity involves moving around to follow the leader, ensure it takes place in an area that is free from obstacles such as rocks, stones or tree stumps.

Helping children who cannot hear very well

- Pair the child with a friend who can help them and who the child feels comfortable communicating with.
- Demonstrate the activity before it begins properly. Make sure the child who cannot hear well is in a good position to see the demonstration and understands what is going to happen. Ask several of the children to come to the front and give a demonstration.
- Use facial expressions, body language and gestures, as well as clear, consistent vocabulary, to describe the activity.

Helping children who have difficulty understanding, learning or interacting

- The ideas for this activity for children who cannot hear well or see well are also useful for children who have learning or developmental disabilities.
- Siblings or friends of the child could be invited to join in and help with the activity.
- A child who has difficulty understanding, learning or interacting may be shy to participate at the beginning. Do not force the child to take part but let them sit and watch until they

feel confident enough to join in.

- Playing music or singing during this activity will make it more enjoyable and put children at ease. Make sure the music is quite low volume so all children can hear instructions.

Helping children who have difficulty moving around

- Have all the children sitting on the floor with the 'Leader' sitting at the front where everyone can see him. Make sure that children who cannot see very well are sitting near the front. The Leader can begin the activities that the other children have to imitate – at the same time he must say what he is going to do; e.g. I am going to stand, I am going to jump three times, and the other children must imitate the actions. This version of the activity can be done without movement around the room or play area.
- If a child can move around with the help of friends or with the use of a mobility device (wheelchair, crutches etc.) the activity can be changed so the children follow in pairs or play the game in small groups.
- Siblings and friends can be invited to participate and to support children who have difficulty moving around.
- Ask the child how he/she wants to participate.

Make sure that every child has the opportunity to be the 'Leader', including children with disabilities.

Example 4: Friends together

Age group: 4-6 years

This is activity #11 from the 'Activities without materials' section of the kit. This activity encourages and gives children the opportunity to work together. It helps children see that they have friends and are not alone. If culturally acceptable it enables boys and girls to see they can share the same activities.

**** This is an excellent activity for children to learn about and recognise each other's individual needs and abilities. It really promotes the idea of playing together and helping one another.**

Helping children who cannot see very well

- Make sure the child who cannot see well is paired with a friend they feel secure with and trust.
- Explain the activity to all the children checking that everyone understands. Ask the children to suggest some physical activities adding some of your own ideas that do not involve too much running around, hiding etc. Remember, you may have a large group of children who should always be in your range of vision and kept safe. Here are a few examples of physical activities you could suggest:
 - Sitting back-to-back on the floor and 'rowing a boat'.
 - Bend and touch your toes ten times
 - Quickly raise both arms then touch your hair, ears, eyes, nose and mouth. This could be done quickly and repeated.
 - Stand on one leg and hop – change to the other leg and hop.
 - Sit one behind the other and pretend you are driving a car or a donkey cart. Take it in turns to be the driver and passenger
- If the chosen activity involves running or walking around make sure the play area is free from obstacles such as rocks, stones and tree stumps.

Helping children who cannot hear very well

- Make sure the child who cannot hear well is paired with a friend he/she can communicate with and feel comfortable.
- Explain the activity clearly using body language, facial

expressions and gestures. Demonstrate what you expect the children to do and ask some of the pairs to demonstrate their activities.

- Make sure you have the full attention of the child who cannot hear well before you begin to explain the activity.
- Have clear gestures for instructions that all the children can understand and follow, for example:
 - Hold your finger to your lips for 'Quiet'.
 - Raise one hand for 'Stop'.
 - Shake your head for 'No'.
 - Smile and nod your head to let all children know they are ok and doing well.
- When doing the extension activity where the children all sit in a circle and sway and sing, add actions to the song. This will make the activity more enjoyable for all the children and the child who does not hear well will be more included.

Helping children who have difficulty understanding, learning or interacting

- The ideas for this activity for children who cannot hear well or see well are also useful for children who have learning or developmental disabilities.
- Siblings or friends of the child could be invited to join in and help with the activity. If the child who has difficulty understanding, learning or interacting does not want to be paired with a friend, he she may choose to do the activity with their brother or sister.
- If the child is shy and does not want to take part in the beginning do not force them to do the activity. Allow them to sit and watch until they feel confident enough to join in.
- Playing music or singing during this activity will make it more enjoyable and put children at ease. Make sure the music is quite low volume so all children can hear instructions.

Helping children who have difficulty moving around

- Make sure the child who has difficulty moving around is paired with a friend they feel secure with and trust.
- Explain the activity to all the children checking that everyone understands. Ask the children to suggest some physical activities adding some of your own ideas that do not involve too much running around, hiding etc. Remember, you may have a large group of children who should always be in your range of vision and kept safe. Here are a few examples of physical activities you could suggest:
 - Sitting back-to-back on the floor and 'rowing a boat'.
 - Bend and touch your toes ten times
 - Quickly raise both arms then touch your hair, ears, eyes, nose and mouth. This could be done quickly and repeated.
 - Stand on one leg and hop – change to the other leg and hop.
 - Sit one behind the other and pretend you are driving a car or a donkey cart. Take it in turns to be the driver and passenger.
- If you have a child who is in a wheelchair make sure you provide the child's partner with a chair or something else to sit on. The two children should be on the same level to do the activities.
- If the chosen activity involves running, walking or moving around in a wheelchair, make sure the play area is free from obstacles such as rocks, stones and tree stumps.

*It is important when doing activities with young children to always keep **all** children within your range of sight and make sure they are kept safe.*

